



Professional Book Study Reading Guide

EYES ARE NEVER QUIET

Listening Beneath the Behaviors of Our
Most Troubled Students

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Pacing Guide

6 WEEKS

Week 1

Pgs. 1-43

1. Explain any connections from the piece "Coming Home".
2. Based on "Across America" statistics, what surprises you the most? What seems the most accurate?

Week 2

Pgs. 45-65

1. How can the principle of epi-genetics explain some of the behaviors that look like exposure to trauma or adversity?
2. On page 61 Dr. Desautels states, "Just as homes are built from the foundation up, so are our brains. We must begin with the foundation." What could this look like for our classrooms and schools?

Week 3

Pgs. 67-100

1. What does discipline look like in our schools and classrooms? What changes should be made?
2. What role could Adversity Teams serve in our schools? How could this team support students and teacher regulation?

Week 4

Pgs. 101-123

1. Describe your top five favorite brain-aligned preventative strategies. Are there a few strategies you could implement in the near future with staff or students?
2. Are there strategies that you would like to try in the future? What is needed to happen at the district and building level before you might attempt specific strategies?

Week 5

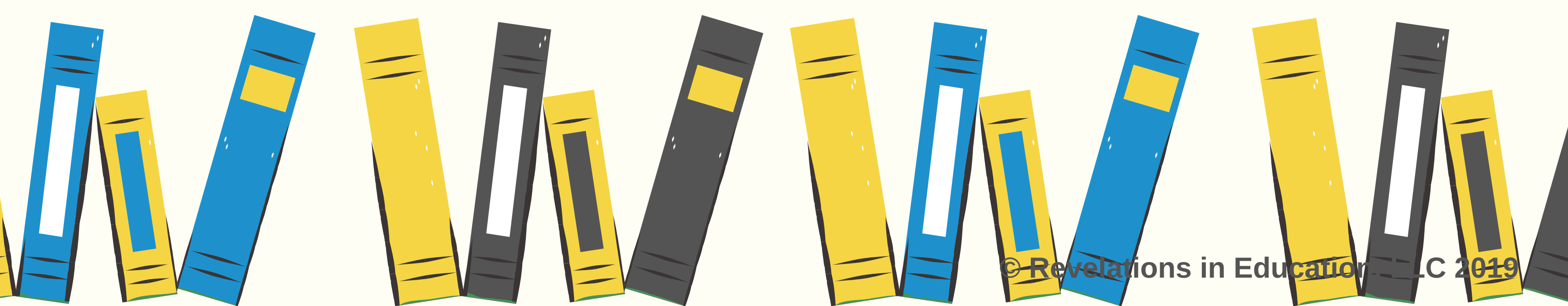
Pgs. 125-144

1. Why are touch points effective to build trust and relationship?
2. What examples of touch points are you currently using with students? What examples could you integrate into your classroom/school?

Week 6

Pgs. 151-284

1. What resources/lessons are you excited to try in your classroom/school?
2. How could our schools/staff utilize the 100 Days of Educational Neuroscience Toolkit?



Notes

W1 Reflections

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W2 Reflections

Notes

W3 Reflections

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W4 Reflections

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W5 Reflections

Notes

W6 Reflections